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ABSTRACT

Organized in question and answer format, this guide is designed to orient both preservice and inservice vocational teachers to performance-based teacher education (PBTE) materials developed by the Ohio State University Center for Vocational Education. The materials are described as a series of 100 modularized learning packages focusing upon the specific professional competencies needed by vocational teachers in all vocational service areas and occupational specialties. Part 1 defines performance-based teacher education in general. Part 2 briefly outlines the rationale and development of the 100-module PBTE series and its research base. Part 3 describes the modules, each of which contains background knowledge, application and/or practice activities, and an opportunity to demonstrate the competency involved in a classroom setting. Suggestions are provided for use of the modules on either an individual or a group basis under the direction of one or more resource persons (instructors). A glossary of PBTE terms and a list of the 100 modules are included. (Each of the modules is available separately.) (JT)

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ED149120

Student Guide...

to Using Performance-Based Teacher Education Materials

PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This guide has been developed to help you, a preservice or inservice vocational teacher, understand the general nature and use of The Center's performance-based teacher education (PBTE) materials. A series of 100 modularized learning packages focusing upon the specific professional competencies needed by vocational teachers has been developed and extensively field tested. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels. The modules have also been designed so as to be suitable for the preparation of teachers in all vocational service areas and occupational specialties.

Each module provides learning experiences that integrate theory and practice; each culminates with criterion-referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons (instructors).

The design of the materials provides considerable flexibility for planning and conducting preservice and inservice teacher education and staff development programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, secondary and post-secondary institutions, state departments of education, and others in manpower and industrial settings who are responsible for the professional development of teachers and instructors. Further information on the nature and use of these curricular materials is contained in two slide/tape presentations entitled "U and PBTE" for orienting teachers to using The Center's PBTE materials and "Overview of The Center's PBTE Program." You may wish to ask your resource person for an opportunity to view one or both of these presentations.

Special recognition for their roles in the development, field testing, and revision of this document goes to Robert E. Norton, Associate Program Director of The Center's Professional Development in Vocational Education area, who was responsible for helping to write the field-test version and for preparing this published version; and to May Huang who helped write the first edition. Recognition is also extended to Jean Wisenbaugh, Artist, and to other members of the Professional Development in Vocational Education staff who critiqued the document and made helpful suggestions for its improvement.

Appreciation is also extended to all those outside The Center (preservice and inservice teachers, staff development coordinators, teacher educators, field site coordinators) who used this guide under field-test conditions and who provided valuable feedback for its refinement. Among the external group, special thanks go to Dr. Harold Parady, Executive Director of the American Association for Vocational Instructional Materials, and to George Smith, Art and Layout Editor, for their cooperation and valuable assistance in the publication of this guide.

The Center is grateful to the National Institute of Education (NIE) for sponsorship of this PBTE curriculum development effort (of which the guide was one product) from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for its sponsorship of training and of the advanced testing of the modules and this guide through the National Institute for Performance-Based Teacher Education at ten sites under provisions of EPDA Part F, Section 553. Thanks are also due to the eight other sites who also participated in the advanced testing effort under NIE and self-sponsorship.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

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INTRODUCTION

You are about to embark on a new type of learning experience—one that can be exciting and enjoyable, as well as challenging and demanding. We think that you'll like the experience. If you are a preservice teacher, we think you'll be better prepared because of your performance-based preparation to take your place in the teaching profession. If you are already a teacher, we think you'll become an even more effective teacher because of your performance-based learning experiences. You'll be doing several things differently and, we think, better. You'll still meet and work regularly with your fellow teachers, and with your professors or staff development leaders (coordinators, supervisors), but more of your contacts will be on an individual and small-group basis. You'll have more opportunity to learn by doing, to express your own views and concerns, and to pursue your own learning style and interests. While there will be fewer, if any, large-group sessions (e.g., lectures), there will be much more opportunity to choose among learning activities and to pursue them at your own pace. You'll find that you will be participating in learning experiences which are directly relevant to your needs as a vocational teacher.

As with anything else that is new or different, you are likely to have questions about performance-based teacher education (PBTE). It is only natural to be a little bit apprehensive or uneasy about any significant change that will affect you directly. While we are confident that you will like this new approach to teacher education, your questions deserve simple and straightforward answers. This guide has been developed specifically to answer as many of your questions as we could anticipate. It will also serve to explain how learning by PBTE can be made easier and more satisfying.

This guide is designed to help orient both preservice and inservice vocational teachers to PBTE. The information presented in the guide is organized in an easy-to-read, question-and-answer format. The questions which we feel are most likely to be of concern to teachers are categorized under the following two major headings:

I. Questions about PBTE in General

II. Questions about The Center's PBTE Materials

So that we might all talk and use the same language, Part III consists of a list of PBTE Terms You Should Know. Good luck as you begin a new and more individualized approach to teacher preparation.

Part I

QUESTIONS ABOUT PBTE IN GENERAL

1. What is performance-based teacher education (PBTE)?

PBTE is an approach to teacher preparation in which the teacher is **required to demonstrate** essential teaching tasks in an actual teaching situation. Actual performance of the tasks ensures that the teacher has not only the knowledge required, but also the **ability to perform** the competencies (teaching skills or tasks) that are essential to successful teaching.

2. What are the essential teaching competencies?

A teaching competency is defined as the knowledge, skills, and attitudes necessary to perform a critical teaching task (e.g., develop a unit of instruction, direct student laboratory experience, present information with filmstrips and slides, etc.). Successful performance as a teacher requires both a solid understanding of one's **technical subject matter area** (auto mechanics, horticulture, retailing, etc.) and competence in the **professional teaching skills and knowledge.** While both types of learning are essential to teachers, in PBTE programs, the focus is on acquiring the teaching skills needed to carry out the instructional process effectively.

3. What difference will PBTE make?

There is quite a difference between **knowing about** the job and being **able to do** the job. In traditional programs, individuals may gain knowledge about teaching and yet not develop the ability to teach. In PBTE programs, individuals must demonstrate their ability to perform in an actual school situation. When a program is not performance-based, the emphasis tends to be on completing courses required for graduation and/or certification.

4. Is competency-based teacher education the same as performance-based teacher education?

Many educators tend to use these two terms synonymously. However, other people distinguish between these two terms, using the word "competency" to emphasize the fact that learning in competency-based programs is structured around the identified and verified **competencies** needed by teachers. In performance-based programs, the word "performance" is used to emphasize the fact that these programs require teachers to demonstrate their ability to **perform** the essential competencies in an actual school setting.

Part II

QUESTIONS ABOUT THE CENTER'S PBTE MATERIALS

Who Developed the PBTE Materials?

5. What is The Center for Vocational Education?

The Center is a national research and development organization which specializes in the development and evaluation of materials for vocational educators. Located at The Ohio State University in Columbus, Ohio, The Center developed the PBTE materials in response to the need for more innovative and effective ways of preparing and upgrading teachers' skills.

6. What was the basis for the development of the PBTE materials?

Charged with the responsibility of finding ways to improve vocational teacher preparation, Center staff members initiated a comprehensive research study to identify the competencies which are important to successful vocational teaching. These competencies, which were verified as important by over 100 practicing vocational educators, formed the basis for development of the PBTE instructional materials.

7. Have the materials been field tested?

The materials have been field tested twice, and extensively so. This is a unique feature of these curricular materials when compared with most textbooks and other materials commonly used to prepare teachers. The modules underwent preliminary field testing in three different institutions where both preservice and inservice teachers and their instructors provided detailed feedback. After revision, all 100 modules underwent advanced testing through which detailed feedback was again obtained. Over 2,000 teachers and 300 instructors, located in twenty different institutions, were involved and provided the feedback used in refining the materials for publication. (A list of the institutions involved is given in the foreword to the modules.)

Why Were the PBTE Modules Developed?

8. What is a PBTE module?

In most performance-based teacher education programs, learning materials are developed and organized into some type of instructional package. In The Center's curricula, each module is an instructional **package** designed to cover a single teaching skill. The package includes a series of learning experiences that contain information, activities, and feedback devices to help the teacher acquire the skill.

9. Why were modules developed?

Modules were chosen as the most suitable type of instructional package available because—

- Modules facilitate the **individualization** of instruction to meet specific teacher needs and interests.
- Modules lend themselves to coverage of a single teaching skill or competency and, hence, because of their short duration, provide for more **flexible use** by teachers.

In the performance-based teacher education programs, the emphasis is on developing the skills necessary to perform effectively in actual teaching situations.

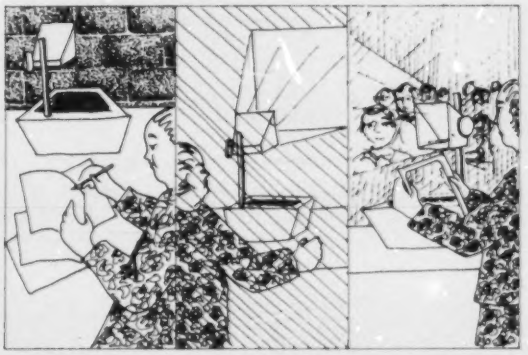
- Modules lend themselves to a **performance objectives structure** which makes it easy for teachers to determine what they are to learn and how their learning will be assessed.
- Modules provide **more options** to the teacher and instructional staff in the selection and sequencing of their instructional program.
- Modules, because of their **size,** are much more easily added to, modified, updated, or discarded than courses or textbooks.

What Are the PBTE Modules Like?

10. What are the major parts of a module?

Each module contains four major sections. Sections, in the order of their appearance in the module, are as follows:

- **Introduction.**—The introduction provides the frame of reference for the entire module, i.e., relationship to other modules and the teacher education program, definition of terms unique to the module, and the importance of the competency to be developed.
- **About This Module.**—This section lists the performance objectives for the module, the resources needed, and the prerequisite competencies where appropriate.
- **Learning Experiences.**—Each learning experience begins with an overview. The overview uses graphic symbols and brief statements to highlight and describe the major learning activities involved in the learning experience and the type of feedback provided the user. The learning experiences include directions for completing the learning activities, optional activities, information sheets, and feedback procedures and instruments. The final learning experience always provides for assessing the teacher's ability to perform the given competency in an actual school setting.
- **About Using The Center's PBTE Modules.**—This section provides an explanation of how all 100 of The Center's PBTE modules are organized, recommended procedures for their use, a definition of terms common to all modules, and an explanation of the various levels of performance used in the assessment instruments contained within the modules.



Each module contains background knowledge, application and/or practice activities, and an opportunity to demonstrate the competency involved in a classroom setting.

11. Why is there more than one learning experience in each module?

When learning about and developing a specific competency in teaching, you need some basic knowledge before putting the competency into use. In most modules, the first one or two learning experiences are designed to provide the necessary **background knowledge** about the teaching competency. The next one or two experiences usually focus on the "how" and provide an opportunity for you

to **practice** or **apply** the competency in a simulated situation. In some cases, background knowledge and practice activities may be combined within a single learning experience. The final learning experience always requires **performing** the competency in an actual school setting.

12. Why do the modules have optional activities?

Optional activities are designed to supplement and enrich the required learning experiences. Their purpose is to provide more choice, greater flexibility, and additional opportunities for those who desire to further their learning. In addition, you can design additional optional activities of your own as appropriate.

13. Why are the modules self-contained?

Most of The Center's modules contain all the materials you will need, in order to make them easier for you to use. Teachers who used earlier versions of the modules indicated they often experienced difficulty in finding outside resources. Hence, to reduce frustration and increase study efficiency, nearly all of the modules now contain all the essential background knowledge you will need in the form of information sheets. To provide for enrichment and reinforcement, most modules also suggest optional outside references for your consideration.

14. How many modules are there in The Center's PBTE program?

One hundred modules have been developed. They have been clustered into ten categories according to professional skill areas, and the covers have been color-coded for easy reference as follows:

Category	Title	Color Code	No. of Modules
A	Program Planning, Development, and Evaluation	Red	11
B	Instructional Planning	Yellow	6
C	Instructional Execution	Turquoise	29
D	Instructional Evaluation	Lime	6
E	Instructional Management	Orange	9
F	Guidance	Gold	5
G	School-Community Relations	Rust	10
H	Student Vocational Organization	Light Gold	6
I	Professional Role and Development	Gray	8
J	Coordination of Cooperative Education	Green	10
	TOTAL		100

15. Why are different cover and internal colors used?

Each category of modules has a different cover color to add variety and to aid users in quickly identifying the category to which a module belongs. Each category of modules also has a second color which is used internally with different degrees of screening to improve the appearance and effectiveness of the illustrations, overviews, samples, and figures. A color tab appears on the margins of each page of each learning experience to aid the user in locating a specific learning experience. Selected columns of the various checklists are also shaded to indicate the acceptable levels of performance.

16. What is the purpose of the illustrations?

You will find the modules contain a considerable number of illustrations and other graphics. These have been included for several important reasons. First of all, they serve to break up the printed copy, making the modules easier to read and visually more appealing. They further serve to add variety, interest, and some humor to the topics covered. Perhaps most important, the illustrations are used to emphasize key points and increase

the visual impact (a picture is worth a thousand words) of the materials.

A number of different characters are used throughout the 100 modules to serve some specific functions. Let's let them speak for themselves—

We are the people who will try to provide you with visual explanatory information, guide you through the learning activities, and make you comfortable as you use the modules. In the modules, you will see us in the introductions and in the information sheets. You will come to recognize us as the characters who "narrate" the text.

The illustrations would not be complete without teachers. Let us show you the many vocational teachers who you will find explaining, guiding, demonstrating, and otherwise actively going about the teaching-learning process.

Nor would the job be complete if we did not introduce you to the various student characters who you will also find in the illustrations. After all, it is the improvement of the instructional program for our secondary and post-secondary students that is our ultimate goal in PBTE.

How Can the Modules Be Used Most Effectively?

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17. Do I have to complete all the 100 modules?

No. The number of modules you will need to take depends upon your previous experience and your present competency in teaching.

Even the number of learning experiences you need to go through in each module is flexible. All of the modules have been designed to allow for a tailor-made program that meets your specific needs and interests.

18. Who decides how many modules I must complete?

You and your resource person(s) (the instructor, professor, supervisor, staff development coordinator, or other person responsible for your instructional program) will decide which, and how many, modules you need to complete. (See the back cover of this guide or a copy of the Vocational Teacher Competency Profile for a listing of the 100 titles available.) In most cases, instructional and certification requirements have been established in your college/university and state. With the help of your resource person(s), you will first assess your present teaching skills with regard to these requirements. This will help you identify and decide which, and how many, modules you need to take.

19. Who will be my resource person(s)?

Your resource person(s) can be a professor, a cooperating teacher, an instructional supervisor, an administrator, a state supervisor, or other qualified person who is responsible for guiding and helping you in planning your educational program. The modules are not designed to be totally self-instructional; your resource person(s) should be contacted for assistance whenever you need help in completing a module. The resource person is a very important facilitator in any successful PBTE program.

20. Do I have to take modules in a certain sequence?

Most modules have been designed as self-contained learning packages, and you can sequence them according to your own needs and interests. However, there are prerequisite competencies for certain modules. In these cases, fulfilling the prerequisite requirements helps you to successfully complete the modules. (See the inside back cover of this guide for a graphic illustration of the competencies—by module number—that are prerequisite to others.)

21. How much time is required to complete a module?

The time requirement varies from module to module, individual to individual, and situation to situation. The range of time required to complete a particular learning experience varies from about one half hour to two hours. Since most modules consist of three to five learning experiences, most modules will take somewhere between two to ten hours to complete.

In The Center's approach to PBTE, the teacher educator is actively involved as a resource person and advisor.

22. Will I need other written resources when I take a module?

Generally not. Most modules are self-contained, but some outside resources are required and/or recommended for the purpose of providing essential or optional (enriching and reinforcing) learning activities.

23. Can I team up with others to work on the same module?

Yes. As a matter of fact, you can probably get more out of some modules by working with others as a team. In other cases, you may find working alone is the best way to get the most out of a module.

24. How can I get the most out of a module?

A strong desire to learn the competency involved will help the most. In addition, you will find observing the following guidelines very worthwhile.

- Since you will be taking major responsibility for your learning, you will need to know exactly what is to be learned and in what way. Therefore, be sure to spend a few minutes carefully reading through (1) the title page, (2) the introduction, (3) the About This Module section, (4) the overviews of each learning experience, and (5) the About Using The Center's PBTE Modules section. Thorough understanding of these parts is essential.
- Since modularized learning is mostly self-directed, you need to develop self-discipline in directing your own learning. The best thing you can do is to make out a plan of action and communicate it to your resource person(s). A simple Module Worksheet is shown in Sample 1 for your possible use. You might find it especially helpful to make copies to use as you complete the first few modules.
- Since you have the option of not going through all the learning experiences in each module, you need to be as objective as you can when you assess your present competency and decide on which learning experiences you need to take. Otherwise, you may end up depriving yourself of some knowledge or the practice necessary to master a certain competency.
- Since your resource person(s) has the responsibility to help you whenever you need assistance, you should inform him/her about your needs as early as possible so he/she will have sufficient time to assist you or make other necessary arrangements.

25. Can persons in different service areas use the modules?

Yes. The learning experiences have been carefully designed so that teachers in all vocational service areas, at both the secondary and post-secondary levels, can use the modules. Furthermore, teachers, supervisors, and teacher educators from all vocational service areas participated in the research effort that identified the competencies upon which the modules are based.

26. Can industrial arts teachers, adult instructors, industrial trainers, and manpower instructors benefit from the use of the modules?

Very definitely. Many of the competencies needed by these persons are identical to, or at least closely associated with, those needed by vocational teachers. A number of industrial arts teachers, adult instructors, and manpower instructors have successfully used the PBTE materials during the advanced field testing.

27. Can teachers in general education use the modules?

While the research and development effort focused upon the competencies and materials needed by secondary and post-secondary vocational teachers, general education teachers already have found, and will continue to find, many of the modules to be applicable to their teaching responsibilities. While most of the examples and case studies are drawn from vocational education, the competencies themselves are, for the most part, relevant (generic) to all teachers. Special consideration should be given to modules in Category B: Instructional Planning, Category C: Instructional Execution, and Category D: Instructional Evaluation.

28. Can experienced teachers benefit from the modules?

Yes. Experienced teachers can definitely benefit if they need any of the competencies covered by the modules. Most teachers, through frank self-appraisal, will discover several competency areas in which they could improve or expand their skills. Besides, the nature and number of competencies involved requires that some of the competencies be obtained through inservice or graduate programs.

29. You mention "feedback" and "assessment"; what do they mean?

Toward the end of each learning experience, you will get feedback on how well you are doing. It may be in the form of a self-check with model answers, or a checklist for you, your peer(s), and/or resource person(s) to rate your achievement on a scale. At the end of each module, your total performance will be assessed by your resource person, using a Teacher Performance Assessment Form specifically designed for each module. Through this continuous evaluation process, both you and your resource person(s) will know how far and how well you are progressing in developing the competency.

30. How will my performance be assessed?

Your overall performance will always be assessed by your resource person(s) on the basis of your performance in the final learning experience of each module you take. It is important that you keep a record of your activities and keep your resource person(s) well informed of your progress. A suggested Personal Progress Record form is shown in Sample 2 for your consideration.

31. Why does the final learning experience have to be completed in an actual school situation?

Since the modules are performance-based, it is essential that teachers demonstrate their ability to perform the competency in a real school setting rather than in a simulated situation or on a paper-and-pencil test.

32. How will my progress be recorded and/or graded?

The record-keeping system used will vary widely depending upon the type of staff development or teacher preparation program in which you are participating. Some institutions have been using the Vocational Teacher Competency Profile chart to record progress in module completion, while others are devising their own forms and procedures. In some instances, grades are given (e.g., in teacher education institutions), and in other cases, salary or certification credits are awarded (e.g., in staff development programs). For a specific answer, you should direct this question to your resource person(s).

33. Do I get to keep the modules?

Yes, if you have paid for them. In a few cases, the university or other educational agency involved will supply the materials free of charge. Because of their content, it is expected that you will want to keep most of them for future reference.

SAMPLE 1

MODULE WORKSHEET*

Name _____

Module No. _____ Module Title _____

Resource Person(s) for this module:

Name _____ Office _____ Office phone _____

_____ _____ _____

Check off the following study procedures as they are completed:

- ☐ 1. Read the INTRODUCTION
- ☐ 2. Read the ABOUT THIS MODULE section
- ☐ 3. Examine the OVERVIEW of each learning experience
- ☐ 4. Read the FINAL EXPERIENCE
- ☐ 5. Read the ABOUT USING THE CENTER'S PBTE MODULES section

Complete the following with the assistance and counsel of the resource person:

- ☐ 6. Assess present teaching competency
- ☐ 7. Determine need to complete prerequisite modules
- ☐ 8. Other activities: _____

The following learning experiences have been decided upon:

	Completion Dates: Planned	Actual
☐ 9. Learning Experience I	_____	_____
☐ 10. Learning Experience II	_____	_____
☐ 11. Learning Experience III	_____	_____
☐ 12. Learning Experience IV	_____	_____
☐ 13. Learning Experience V	_____	_____
☐ 14. Final Experience	_____	_____

The following conferences with resource persons have been scheduled (arrange only those needed):

	Dates
☐ Plan for completing learning activities	_____
☐ Arrange to obtain resources	_____
☐ Report on progress	_____
☐ Arrange for Final Experience assessment	_____
☐ Other _____	_____

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SAMPLE 2

PERSONAL PROGRESS RECORD*

Performance-Based Teacher Education Program

Name _____ Subject Major _____

Enter the date each learning procedure is completed.

Module No.	Module Title	Present Competency Assessed	Decision Made to Take Module	Decision Made to Select Another Module	Learning Experience No. 1	Conference No. 1	Learning Experience No. 2	Learning Experience No. 3	Learning Experience No. 4	Learning Experience No. 5	Ready for Post Assessment	Post Assessment	Conference No. 2	Conference No. 3	Resource Persons

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Part III

PBTE TERMS YOU SHOULD KNOW

Activity:
Refers to one of the several required learning tasks that are designed to help students achieve an enabling or terminal objective.

Actual School Situation:
Refers to a situation in which you are actually teaching vocational students in a secondary or post-secondary school. A student teacher, an in-service teacher, or an intern would be functioning in an actual school situation.

Alternate Activity or Feedback:
Refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Competency:
Refers to achievement of the knowledge, skills, and attitudes required to perform a given task.

Competency-Based Teacher Education (CBTE):
Refers to an approach to teacher preparation in which the **emphasis** is on developing specified teaching competencies rather than on gaining knowledge of how to teach. Many educational leaders use this term synonymously with Performance-Based Teacher Education.

Enabling Objective:
Refers to one of the several process-type objectives that help students progress toward achievement of a terminal objective. For each enabling objective in a module, a learning experience has been specifically designed to help teachers achieve it.

Feedback:
Refers in The Center's modules to the immediate reinforcement of learning that one receives in each learning experience through the use of model answers or some type of a checklist completed by oneself, one's peers, and/or resource person(s).

Inservice Teacher:
Refers to a person who is already employed and working as a teacher or instructor.

Learning Experience:
Refers to a series of required and optional learning activities contained within each module whose completion leads toward the accomplishment of a single performance objective.

Module:
Refers to the type of learning materials that are developed for most PBTE programs and organized into modular (package) form. Modules vary widely in form, length, and scope from program to program. Some consist of a one- or two-page outline, while others are comprehensive self-contained instructional packages of fifty or more pages each. Most of The Center's modules contain all of the essential learning material for achieving a specified terminal performance objective.

Occupational Specialty:
Refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback:
Refers to an activity or item which is not required, but which is designed to **supplement** and enrich the required activities in a learning experience.

Overview:
Refers to the first page of each learning experience in The Center's modules, with the exception of the final learning experience. The overview uses graphic symbols and brief statements to give the teacher a quick preview of the major learning activities involved in the learning experience, and the type of feedback provided the user.

Peer:
Refers to a fellow teacher, a roommate, or a friend who is used to (1) role-play a student, (2) critique your performance, and/or (3) participate with you in seminar-type discussions. Whenever possible, a peer should be a person in your own occupational specialty.

Performance-Based Teacher Education (PBTE):
Refers to an approach to teacher preparation in which the **emphasis** is on developing the ability to "perform" (teach) in an actual school situation rather than on the "knowledge" of teaching. The focus of PBTE programs is on the teacher's development and demonstration of competencies that have been identified and verified as important to successful teachers.

Performance Objective:
Refers to a statement describing desired student performance, the conditions under which the per-

formance is to occur, and the criteria by which the performance will be evaluated.

Preservice Teacher:

Refers to a person who is preparing for future employment as a teacher or instructor.

Resource Person:

Refers to the professor, instructional supervisor, staff development leader, cooperating teacher, administrator, state supervisor, or other person who is responsible for guiding you and helping you plan and carry out your professional development program.

Student (In the modules):

Refers to the secondary or post-secondary students whom you are or will be teaching.

Terminal Objective:

Refers to an objective describing the competency the teacher is expected to perform in an actual school situation upon completing the module.

You or the Teacher:

Refers to the person who is taking the module.

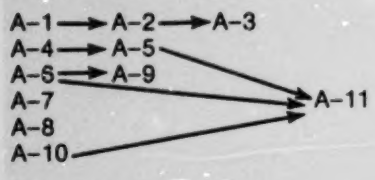
Vocational Teacher Competency Profile:

Refers to a profile chart which displays, in graphic form, the ten categories and the 100 modules that comprise The Center's PBTE curricula. The profile chart can be used in many ways: to inform you of the competencies covered by the modules; to record your progress in completing modules; as a competency transcript; etc. Your resource person(s) should have copies available.

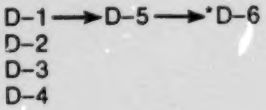
Prerequisite Competencies for The Center's Performance-Based Teacher Education Modules

Modules shown before the arrow (→) are prerequisite to modules to which the arrow points. Module numbers within parentheses ( ) indicate prerequisites from other module categories.

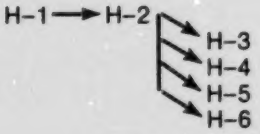
Program Planning Development and Evaluation



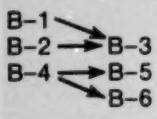
Instructional Evaluation



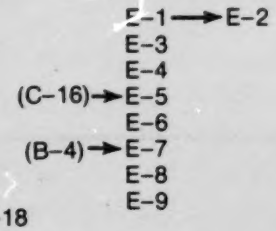
Student Vocational Organization



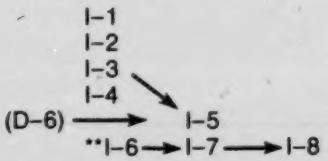
Instructional Planning



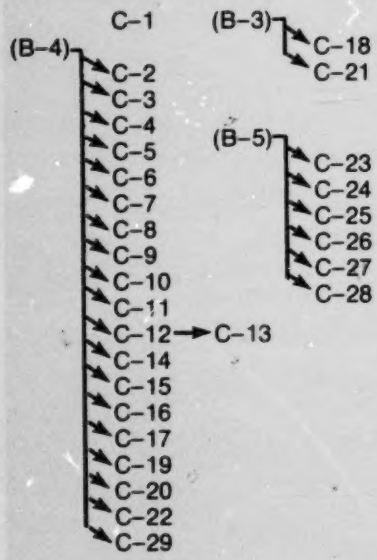
Instructional Management



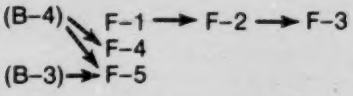
Professional Role and Development



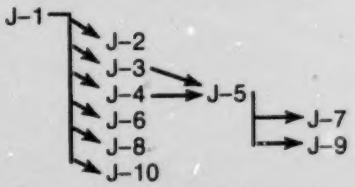
Instructional Execution



Guidance



Coordination of Cooperative Education



School-Community Relations

G-1
G-2
G-3
G-4
G-5
G-6
G-7
G-8
G-9
G-10

*Competency in the broad areas of instructional planning, execution, and evaluation is required.

**Teaching experience is prerequisite.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
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